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ABSTRACT

This document is a draft of a design for a learning tool which is an integral part of the Georgia Educational Model for the Prepartaion of Elementary Teachers (ED 025 491). (The introduction notes that specifications for the model require that all instruction be related to teacher performance behaviors and utilize the proficiency module (PM) as the vehicle for organizing and presenting learning activities and materials. This prototype is representative of only one kind of module envisioned. It is designed to reveal the kinds of learning experiences that might be available in a PM for one small part of a professional sequence.) Titled "Graphics Representation in Social Studies Instruction," this prototype PM includes 1) general directions to the student; 2) lists of prerequisites (other PM's); 3) instructions for "preassessment" to determine the extent to which the student has already acquired the behaviors assigned in this PM; 4) lists of the nine general performance specifications for this PM and of 30 supplementary behaviors which the student must be able to demonstrate proficiency in; 5) instructions for making a learning procedures plan for acquiring the behaviors; and 6) lists of learning resources for each of five different groups of the 30 behaviors. The lists of resources (some items fictitious) include books, filmstrips, sound motion pictures, videotape series, programed materials, small group discussion sessions, and other group activities. (Author/JS)

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University of Georgia
Athens, Georgia

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GEM Bulletin

Gilbert F. Shearron, Ed. D.
Charles E. Johnson, Ed. D.

1969
(Revised)

Note: This bulletin reports one of a series of investigations designed to develop, evaluate and implement a teacher education program model for the preparation of elementary teachers. This report was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy. This bulletin may not be reproduced without permission.

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INTRODUCTION*

This document is a draft of a design for a learning tool which is an integral part of the Georgia Educational Model for the Preparation of Elementary Teachers. The specifications for the model require that all instruction be related to teacher performance behaviors and utilize the proficiency module (PM) as the vehicle for organizing and presenting learning activities and materials.

This prototype is representative of only one kind of module envisioned by the GEM staff. It is designed to reveal the kinds of learning experiences that might be available in a PM for one small part of a professional sequence.

Because this document is a design for a tool rather than a tool in itself the authors have taken the liberty to include a rather large number of fictitious or nonexistent references. These fictitious materials are intended as examples of the kinds of learning materials that will be selected or developed to successfully implement the program.

It should be kept in mind by the reader that although this prototype is a published guide, it is the intent of the project, wherever feasible in terms of cost, efficiency, and quality of learning, to prepare the PM content for computer managed instruction. That is, if feasible, not only elements of evaluation and learning tasks, but the actual instructional guide content will be computer stored for retrieval by the student as he undertakes all aspects of learning represented in the various parts of the PM.

*Note: The first edition of this document appeared in March, 1969, in Appendix B of a proposal entitled, A Feasibility Study for Developing the Georgia Educational Model for Teacher Education--Elementary, submitted to the U.S. Commissioner of Education for support through authorization of the USOE Bureau of Research. Without modification it was duplicated for distribution in May, 1969, as an unnumbered GEM Bulletin entitled, "A Prototype for a Proficiency Module." Numerous requests for existing copies resulted in this partially revised reprint.

PMSS 301 Graphic Representation in Social Studies Instruction

Classification (for computer storage and retrieval)

Learning area: Social studies (3), Education (1).
General content: Teaching aids and materials.
Specific content: Graphic representation.
Target group: General elementary teacher.
PM block: Professional phase, block 3.
Source: Teacher performance specification 3.07.06, etc.
(see pp. 3 through 5).
Behaviors: 1-30 (see pp. 4 through 6).
Type: B

General Directions

You should follow the steps outlined. First, be certain that you have satisfied the prerequisites. Next, you will determine which of the objectives of the module you have already met, and which ones you have yet to acquire. Once you know what is to be achieved you will prepare your own "custom made" or personalized study plan designed to help you reach your objectives most directly. Your social studies education coordinator will help you evaluate your plan before you begin work, and will serve as your consultant and guide as you carry it out. Finally, you will have an opportunity to prove to yourself that you have done what you set out to do.

All materials (i.e., books, pamphlets, film strips, sound motion pictures, video-tapes, maps, globes, charts, etc.) mentioned in this module are available in the Social Studies Instructional Unit Laboratory (Room 301-5 Baldwin). There you will also find the equipment and facilities you will need such as projectors, screens, computer consoles, projection booths, listening stations, and study desks.

Prerequisites

Before undertaking this module, you should have completed the following:

PME	102	Class presentation, individual and small group teaching technique.
PME	103	Lesson plans, resource units and instructional units.
PMSS	101	The total social studies preprofessional sequence blocks 1 through 6.
PMAV	101	Sources of audio-visual materials.

PMAV	102	Preparation and application of audio-visual materials.
PMAVLA	7	Children's literature, nonfiction.

Preassessment

As a first step you should report to the scheduling assistant in the Social Studies Instructional Unit office to arrange for preassessment, which is the process of determining the extent to which you have already acquired the behaviors assigned to this module and thus, the extent to which you have to pursue learning activities associated with it. After preassessment you will be aware of the behaviors in this module which you need to acquire and you will be helped to design a program of learning activities which will be most beneficial to you in acquiring them.

General Performance Specifications

The general performance specifications for this module are listed below. On succeeding pages you will find the supporting behaviors for each objective. A matrix depicting the specific supporting behaviors for each specification is presented in a table.

3.07.06 Map, picture, graph, chart, and diagram skills. (Cognitive level 3)

3.07.18 Reading and nonreading learning resources at different conceptual levels. (Cognitive level 3)

3.07.19 Types and uses of charts, graphs, diagrams, cartoons, maps, and globes. (Cognitive level 3)

3.07.24 Print and nonprint teaching resources to implement social (historical, geographical, sociological, etc.) objectives. (Cognitive level 3)

3.07.26 Information and materials which provide support for group learning activities work. (Cognitive level 3)

3.07.33 Dramatic activities appropriate to various units of instruction. (Cognitive level 3)

3.07.34 Construction activities appropriate to various units of instruction. (Cognitive level 3)

3.07.44 Evaluation of printed teaching materials. (Cognitive level 3)

3.07.60 Interpretation of graphic materials (maps, pictures, charts, tables, diagrams, graphs) to gather and record information. (Cognitive level 3)

Objectives Referenced to Supporting Behaviors Provided for in This Module

Objectives	Supporting Behaviors
3.07.06	4 5 9 10 11 13
3.07.18	16 17 19
3.07.19	1 2 3 6
3.07.24	18 19 20 21
3.07.26	18 19 20 21
3.07.33	26 27 28 29
3.07.34	22 23 24 25 30
3.07.44	16 17 18
3.07.60	7 8 9 10 11 12 14 15

Supporting Behaviors

The general performance specifications are interpreted to mean that you must acquire (or have acquired) these behaviors and be able to demonstrate proficiency in the ability to:

1. Prepare a poster depicting a single idea or purpose.

2. Design a cartoon dealing with a contemporary issue using means such as humor, caricature, oversimplification, emotional appeal, symbols, exaggeration, satire, or stereotype.

3. Design and produce a resource chart recording, classifying some bit of information found in the current almanac.

4. Prepare a time line using information found in an elementary school social studies text.

5. Prepare a table presenting quantitative information relative to the social studies.

6. Prepare a pictorial graph, a bar graph, a circle graph, and a line graph.

7. Read any map or globe appropriate for use in the elementary school. (Read the legend and point out examples of the use of color, symbols, any other information given, and use the scale to measure distance.)

8. List five or more criteria to be used in the selection of maps and globes for the elementary classroom.

9. Describe orally how the globe is to be used in the elementary school.

10. Prepare a map, using scale and grid system, of a school neighborhood or a school building.

11. Make a relief map of a single state, the United States, or a section of the United States.

12. Make an outline map of some land or water mass.

13. Classify and maintain, as a part of a teaching resource file, information on how to make flannel, muslin, clay, papier-mache, and salt and flour maps.

14. Conduct a successful map and globe learning activity with a group of intermediate age pupils.

15. Conduct a successful map study using a neighborhood or school map with a group of primary age pupils.

16. Prepare a written report on the proper uses of social studies textbooks in the elementary classroom.

17. Prepare a list of criteria to be used in the selection of social studies textbooks.

18. Prepare criteria for the selection of appropriate supplemental reading materials.

19. Classify and maintain, as part of a teaching resource file, sources of literary materials and free and inexpensive materials.

20. Classify and maintain, as part of a teaching resource file, an extensive list of sources for nonreading materials.

21. Plan and execute a unit of work or elementary school module in social studies, using the appropriate printed and non-printed materials for the range of differences within a group of pupils in a defined learning situation.

22. Describe verbally the appropriate use of construction activities in the social studies.

23. Construct three items appropriate to the primary social studies program and three items for the intermediate.

24. List the criteria that should be considered in selecting appropriate construction activities.

25. Use simple tools appropriate for children's use in social studies construction activities such as saws, hammers, planes, etc.

26. Describe in writing the appropriate use of dramatic activities in the elementary school social studies program.

27. Prepare a play appropriate for the elementary school pupil, using a story you select from the collection of children's literature found in the learning resource center.

28. Participate in role playing and sociodrama activities.

29. Plan and execute a construction activity in a real or simulated situation.

30. Plan and execute a dramatic activity in a real or simulated situation.

Learning Procedures

To help you acquire the behaviors of this module which your preassessment has shown you do not already possess you are provided with a variety of alternate paths to learning such as viewing and observing, listening, reading, designing and constructing.

For efficient learning you should first make a plan in writing as to how you intend to proceed to acquire the behaviors in which you must demonstrate proficiency. When your plan is completed discuss it with your coordinator who will assist you in evaluating it. Remember, your purpose is to acquire certain behaviors which the profession requires you to have if you are to be regarded as competent. Your coordinator and the other staff members are on hand to assist you in fulfilling your objectives.

The resources listed below are provided to assist you in making your personalized plan for acquiring the behaviors you need.

Learning Resources for Behaviors 1-6

Reading for Information

These books will provide you with basic information needed to perform the behaviors:

Michaelis, J. U. Social studies for children in democracy. (4th Ed.) Englewood Cliffs, N. J.: Prentice-Hall, 1968. Chapter 6.

Jarolimek, J. Social studies in elementary education. New York: The Macmillan Company, 1967. Chapter 12.

Viewing and Observing Filmstrips

Basic information and demonstrations of some of the behaviors are contained in these filmstrips:

"Using Color to Make Charts and Graphs," Framebrook Films, color, 32 frames. (#22880)

"Helping Elementary Pupils Understand Time Lines," Vutine Films, 46 frames. (#22811)

Viewing and Listening--Sound Motion Pictures

The following sound motion picture films demonstrate the behaviors suggested by their titles:

"Preparing Tables and Graphs in Social Studies," Avco Films, color, 20 minutes. (#22976)

"Making Relevant Cartoons for Use with Elementary Pupils," M. P. Films, 12 minutes. (#22701)

Viewing and Listening--Video-tape Series

Ten 15-minute video-tape presentations are available in the laboratory, and as is the case with the films, may be viewed individually by the student in a study carrell at any time. This series was prepared by the University of Georgia for students seeking to acquire behaviors 1 through 6 and has the title: Graphic Representation in Social Studies Instruction--Part One. Ask for an annotated list at the Social Studies Instructional Unit Laboratory materials desk.

Group Instruction

Small group discussion and work sessions under the guidance of a faculty member are scheduled periodically as students' needs require to assist students who are seeking to acquire behaviors 1 through 6. Schedules are posted in advance in the Social Studies Instructional Unit office. If you select this alternate you should plan to attend those sessions which will assist you in acquiring the behaviors you are seeking. That is, unless you need to do so, do not plan to attend all sessions in the sequence.

Group Evaluation of Products

When you have completed one or more of the products associated with behaviors 1 through 6 you may take them to the Social Studies Exhibit Room (Room 306 Baldwin Hall) for display. Evaluation includes group criticism involving both students and instructors. A schedule for this activity can be secured from the Social Studies Instructional Unit office.

Learning Resources for Behaviors 7-13

Reading for Information

These books will provide you with information needed to perform the behaviors:

Greenwood, D. Mapping. Chicago: University of Chicago Press, 1964. Chapter 5.

Merritt, E. P. Working with children in social studies. Belmont, California: Wadsworth, 1961. Pp. 99-120

Viewing and Observing Filmstrips

Basic information and demonstrations of certain of the behaviors are contained in these filmstrips:

"Using the Globe with Primary Children," Sensor Films, color, 15 minutes. (#88710)

"Maps, Maps, Maps," GEMCO Films, B & W, 10 minutes (#888)

Programmed Instruction

The following programmed materials provide information which help the student understand behaviors 7 through 13:

"The Grid System" MBI (File: 8899)

"Reading Map Legends" VAC (File: 2310)

In order to determine whether or not you wish to include these in your plan read the program descriptions which are on file in the Social Studies Instructional Unit Office.

Group Study

A series of 7 discussion and work sessions focused on behaviors 7 through 13 will be scheduled as students' needs require. Look for advance notices on the Unit office bulletin board. If you include this alternate in your plan, then plan to attend only those sessions which you need.

Learning Resources for Behaviors 16-20

Reading for Information

These books will provide you with information needed to perform the behaviors:

Michaelis, J. U. Social studies for children in a democracy. (4th Ed.) Englewood Cliffs, N. J.: Prentice-Hall, 1968.

Jarolimek, J. Social studies in elementary education. New York: The Macmillan Company, 1967.

Programmed Instruction

Basic information on certain behaviors is contained in the following programmed presentation:

> Criteria for the Selection of Reading and Nonreading Materials for the Social Studies. MBI-GA (File: 30601)

Read the program manual before including it in your plan. The manual is on file in the Unit office.

Group Study

Students seeking to acquire behaviors 16 through 20 may plan to spend sufficient time in the Social Studies Instructional Unit Laboratory to familiarize themselves with the resources located there. Each student may then sign up for two small group sessions devoted to a discussion and evaluation of these materials. Scheduling for these sessions is done in the Social Studies Instructional Unit Office.

Learning Resources for Behaviors 22-25

Reading for Information

These books provide background information needed to perform the behaviors:

> Association for Childhood Education International. Children can make it. Reprint Service Bulletin, No. 28. Washington, D. C.: The Association, 1955.
>
> Endicott, F. Scrap wood fun for kids: 100 easy-to-make projects for boys and girls. New York: Association Press, 1961.

Viewing and Observing Films

Basic information on certain behaviors can be obtained from these films:

> "Construction Activities for Elementary Social Studies," Far-a-way Films, color, 17 minutes. (#12562)
>
> "Using Crafts to Enrich the Social Studies," GEMCO Films, color, 10 minutes. (#76532)

Viewing and Listening--Video-tape Series

Five 15-minute video-tape presentations are available in the laboratory and may be viewed individually by the student at any time. This series was prepared by the University of Georgia and has the title: Graphic Representation in Social Studies Instruction--Part Two. Ask for the annotated list at the Social Studies Instructional Unit Laboratory materials desk.

Individual and Group Instruction

The Industrial Arts Laboratory (Room 14 Baldwin Hall) is open for individual construction projects Mondays through Thursdays from 8:00 a.m. to 8:00 p.m., Fridays 8:00 a.m. to 5:00 p.m., and Saturday mornings. An assistant is present at all times to help students in construction activities and in the use of tools.

From time to time, small group instruction sessions in the use of tools and construction procedures are presented. A schedule for these group sessions is posted a week in advance on the bulletin board outside the laboratory.

Group Evaluation

Upon completion of one or more construction projects the product or products may be placed on display in the exhibit room which is adjoining Room 14 for evaluation. Evaluation will include group criticism involving both students and instructors. A schedule for this activity can be secured from the Social Studies Instructional Unit office.

Learning Resources for Behaviors 26-28

Reading for Information

Basic background information needed to achieve the behaviors can be found in these books:

Drama with and for children. Washington, D. C.: Government Printing Office, 1960.

Fitzgerald, B. Let's act the story. San Francisco: Fearon Publishers, 1957.

Group Activities

Any student may elect to be placed in a small group under the guidance of a staff member. These groups will develop and participate

in role playing, sociodrama, and other dramatic activities. These sessions are scheduled as students' needs require. A schedule of tentative arrangements may be obtained from the Social Studies Instructional Unit Office.

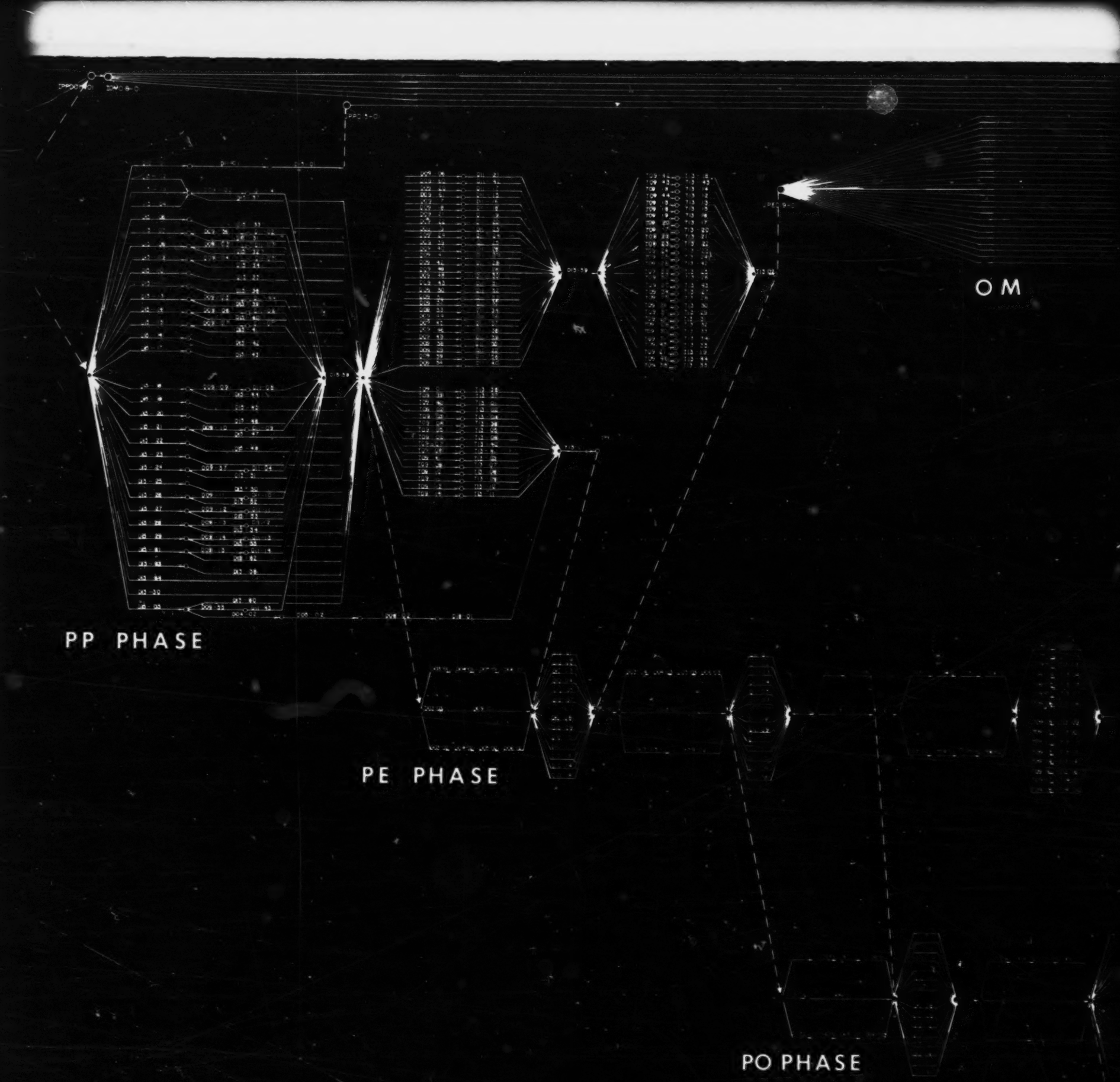
Learning Resources for Behaviors 14, 15, 21, 29, 30

Students may choose to prepare a plan for teaching then arrange for a conference with the coordinator of educational practice to discuss the plans. When plans are approved, the coordinator will schedule a time for a presentation to be made with a group of peers. The presentation will be video-taped for review and critique.

After successful completion of this task, the student will be scheduled for a laboratory experience.

Postassessment

When you feel that you have acquired all of the behaviors in this module, confer with your coordinator who will prepare and schedule you for your postevaluation session.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